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| Media Production I | Course Code 270609 | | | | |
| Course Description | | | | | |
| Students will expand their media skills of interviewing, reporting, writing, editing, photography/videography, and design. Students will explore careers while working together to create projects in a variety of media, such as print, web, podcast, and/or broadcast. The emphasis of Media Production I is on collaboration and career exploration. | | | | | |
| Program of Study to which the course applies | | | | | |
| Arts, A/V Technology, and Communications Cluster | | | | | |
| Media Pathway | | | | | |
| | Course Content | Crosswalk to Common Core Academic Standards | Crosswalk to Nebraska Academic Standards | Crosswalk to Nebraska Career Readiness Standards | Crosswalk Clarification |
| Standard 1 | Students will collaborate and acknowledge the ideas of others while contributing to the group's objective. | | | | |
| Benchmark 1.1 | Collaborate to create a media project. | ELA.SL.11-12.1.b ELA.SL.11-12.5 ELA.WHST.11-12.6 | LA.12.3.1.c LA.12.3.3.a | CR.1.A.4 CR.2.C.1-3 CR.4.B.3 CR.6.A.1 CR.8.A.2-3 CR.9.B.1-2 | |
| Sample Performance Indicator 1.1.1 | Practice safe and ethical behaviors when communicating and interacting with others (e.g., respecting, listening, sharing). | | | | |
| Sample Performance Indicator 1.1.2 | Determine project timeline for various tasks. | | | | |
| Sample Performance Indicator 1.1.3 | Perform assigned career-oriented roles. | | | | |
| Benchmark 1.2 | Use self- and peer-evaluations to critique final projects. | | LA.12.2.1.d | CR.4.A.1 CR.4.B.2-3 CR.5.A.3 | |
| Sample Performance Indicator 1.2.1 | Critique peers with the purpose of improving the project. | | | | |
| Sample Performance Indicator 1.2.2 | Self-evaluate with the purpose of improving the project. | | | | |
| Sample Performance Indicator 1.2.3 | Reflect on the creation process and set goals for a future project. | | | | |
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| Standard 2 | Students will demonstrate knowledge of fundamentals and philosophies of legal and ethical standards related to student-produced media (e.g., print, broadcast, video, audio, Internet, mobile). | | | | |
| Benchmark 2.1 | Analyze legal boundaries and concepts (e.g., censorship, copyright, libel/slander, obscenities, vulgar language, retraction, student expression). | ELA.RST.11-12.4 | LA.12.1.5 | CR.5.A.1 CR.9.C.1-3 | |
| Sample Performance Indicator 2.1.1 | Apply legal standards to samples found in professional media. | | | | |
| Sample Performance Indicator 2.1.2 | Review copyright laws and fair use. | | | | |
| Benchmark 2.2 | Analyze ethical conduct in writing, editing, creating, printing, broadcasting, and performing to uphold high standards for behavior in the industry. | | | CR.5.A.1 CR.9.C.1-3 | |
| Sample Performance Indicator 2.2.1 | Apply ethical standards to samples found in professional media. | | | | |
| Sample Performance Indicator 2.2.2 | Create a class or individual code of ethics for student media. | | | | |
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| Standard 3 | Students will research, interview, report, synthesize, and communicate information in a variety of media and formats (e.g., textual, visual, digital). | | | | |
| Benchmark 3.1 | Select and use multiple resources to answer questions and defend conclusions using valid information (e.g., print, subscription, databases, web resources). | ELA.WHST.11-12.7-9 | LA.12.4.1.a SS.12.1.2.f | CR.1.A.4 CR.9.A.1-2 | |
| Sample Performance Indicator 3.1.1 | Utilize media terms used in information gathering (e.g., primary source, secondary source, off record, follow-up questions). | | | | |
| Sample Performance Indicator 3.1.2 | Validate credibility of sources (e.g., web, documents, interviews). | | | | |
| Benchmark 3.2 | Demonstrate ethical and legal use of information by citing sources using prescribed formats and tools (e.g., online citation assistance, publication guidelines). | ELA.WHST.11-12.8 | LA.12.4.1.b | CR.1.A.4 CR.3.B.2 CR.3.C.3 CR.9.C.1-3 | |

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| Sample Performance Indicator 3.2.1 | Use acceptable industry style rules (e.g., Associated Press, Six Traits). | | | | |
| Sample Performance Indicator 3.2.2 | Use information gathered from sources (e.g., direct quotes, paraphrasing, names, titles). | | | | |
| Benchmark 3.3 | Apply speaking skills to communicate key ideas in a variety of situations. | ELA.L.11-12.3 ELA.SL.11–12.6 | LA.12.3.1.a-b | CR.1.A.1 CR.1.A.4 CR.2.C.2 CR.2.D.3 | |
| Sample Performance Indicator 3.3.1 | Practice script delivery skills, including an emphasis on professional language, clarity, intonation, enunciation, poise, eye contact, projection, inflection, and extemporaneous speaking skills. | | | | |
| Sample Performance Indicator 3.3.2 | Communicate ideas and information in a manner appropriate for the purpose and setting. | | | | |
| Sample Performance Indicator 3.3.3 | Adapt speaking techniques for a variety of purposes and situations. | | | | |
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| Standard 4 | Students will explore the writing processes used for various media to build a base of skills for a media career (e.g., plan, draft, revise, edit, distribute). | | | | |
| Benchmark 4.1 | Select and use various ways to prepare production. | ELA.WHST.11-12.5 | LA.12.2.1.a | CR.1.A.4 | |
| Sample Performance Indicator 4.1.1 | Select relevant issues and events of interest to the audience. | | | | |
| Sample Performance Indicator 4.1.2 | Use a graphic organizer to brainstorm and develop ideas for media coverage (e.g., storyboard, outline, script). | | | | |
| Sample Performance Indicator 4.1.3 | Define and identify target audiences. | | | | |
| Benchmark 4.2 | Select appropriate text structures for production. | ELA.WHST.11-12.4 | LA.12.2.2.a-d | CR.1.A.4 CR.2.B.1 | |
| Sample Performance Indicator 4.2.1 | Analyze models and examples (own and others) of various genres in order to create a similar piece (e.g., news, feature, editorial, column, review). | | | | |

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| Sample Performance Indicator 4.2.2 | Select an appropriate genre considering purpose, audience, medium, and available technology. | | | | |
| Benchmark 4.3 | Revise the content to improve writing for meaning, clarity, and purpose (e.g., quality of ideas, organization, sentence fluency, word choice, voice). | ELA.11-12.5 | LA.12.2.1 | N/A | |
| Sample Performance Indicator 4.3.1 | Employ appropriate proofreading, editing symbols, and terminology. | | | | |
| Sample Performance Indicator 4.3.2 | Provide oral, written, and/or electronic feedback to other writers and utilize feedback to improve own writing. | | | | |
| Sample Performance Indicator 4.3.3 | Use acceptable industry style rules (e.g., Associated Press, Six Traits). | | | | |
| Benchmark 4.4 | Evaluate and synthesize information to prioritize what is needed for production. | ELA.11-12.8 | LA.12.4.1.a | CR.5.A.1 | |
| Sample Performance Indicator 4.4.1 | Interact and collaborate with others by contributing questions, information, opinions, and ideas, using a variety of media and formats. | | | | |
| Sample Performance Indicator 4.4.2 | Prioritize information using news elements, relevant issues, and events of interest to the audience. | | | | |
| Benchmark 4.5 | Refine writing and/or speaking skills to communicate key ideas in a variety of situations. | ELA.11-12.5 | LA.12.2.1 | CR.2.B.1 | |
| Sample Performance Indicator 4.5.1 | Apply grammatical conventions in all communications. | | | | |
| Sample Performance Indicator 4.5.2 | Improve script delivery skills, including an emphasis on professional language, clarity, intonation, enunciation, poise, eye contact, projection, inflection, and extemporaneous speaking skills. | | | | |
| Sample Performance Indicator 4.5.3 | Communicate ideas and information in a manner appropriate for the purpose and setting. | | | | |
| Sample Performance Indicator 4.5.4 | Analyze examples of effective and ineffective communication in the media. | | | | |
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| Standard 5 | Students will use design principles and technological skills (e.g., photography, videography, audio, desktop publishing) utilizing various equipment and/or software. | | | | |
| Benchmark 5.1 | Use various equipment and/or software for advanced media production. | ELA.RST.11–12.3 ELA.WHST.11-12.6 | LA.12.1.6.k LA.12.3.2 | CR.1.A.4 CR.9.B.1 | Alignment presumes that students must comprehend oral or written instructions to complete the task (CC: ELA.RST.11–12.3; NE: LA.12.1.6.k, LA.12.3.2). |
| Sample Performance Indicator 5.1.1 | Configure and troubleshoot equipment and/or software to optimize use for learning and productivity. | | | | |
| Sample Performance Indicator 5.1.2 | Demonstrate safe and responsible usage of media equipment and software. | | | | |
| Sample Performance Indicator 5.1.3 | Select equipment and/or software to use for a real-world task and justify the selection based on efficiency and effectiveness. | | | | |
| Benchmark 5.2 | Identify and incorporate design principles in print, broadcast, video, Internet, audio, and/or mobile production. | ELA.RST.11-12.4 ELA.WHST.11-12.4 ELA.WHST.11-12.6 MTH.G.MG.3 | LA.12.1.5 LA.12.3.2.a LA.12.2.1.f LA.12.2.2.a-d MA.12.2.4.a MA.12.2.4.b | CR.1.A.4 CR.6.A.1 CR.9.B.1 | |
| Sample Performance Indicator 5.2.1 | Identify and define terms used for design and composition (e.g., white space, grids, rule of thirds, framing, sequencing). | | | | |
| Sample Performance Indicator 5.2.2 | Incorporate design principles to a media project. | | | | |
| Sample Performance Indicator 5.2.3 | Analyze models and examples (own and others) of various design principles. | | | | |
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| Standard 6 | Students will explore careers to expand understanding of opportunities in the media pathway. | | | | |

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| Benchmark 6.1 | Locate career opportunities that appeal to personal goals. | ELA.WHST.11-12.7 | LA.12.4.1.a SS.12.2.6.d | CR.10.A.1 CR.10.B.1 CR.10.D.2 | |
| Sample Performance Indicator 6.1.1 | Select and interpret career information for at least one media career. | | | | |
| Sample Performance Indicator 6.1.2 | Identify job requirements for at least one media career. | | | | |
| Sample Performance Indicator 6.1.3 | Create a project on a media career utilizing print, broadcast, video, Internet, audio, and/or mobile production. | | | | |
| Benchmark 6.2 | Align personal interests and aptitudes to selected careers. | | SS.12.2.6.b–c | CR.10.A.1 | |
| Sample Performance Indicator 6.2.1 | Identify personal interests and aptitudes. | | | | |
| Sample Performance Indicator 6.2.2 | Compare personal interests and aptitudes with job requirements and characteristics of the career selected. | | | | |
| Sample Performance Indicator 6.2.3 | Modify career goals based on results of personal interests and aptitudes with career requirements and characteristics. | | | | |

Reference Sheet

Key Code Source

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| ISTE | International Society for Technology and Education |
| LA S | NE Language Arts Standards |
| | Indiana HS Journalism Standards (JRN 2.4) |
| CO HSPA 2011 | Colorado High School Press Association 2011 |
| | National Career Cluster Knowledge and Skills |
| KS | Statements |

Additional Resources for Educators

Suggestions for innovative teaching and learning strategies

Related Assessments

TAJE (<http://texasjteachers.com>)
<http://pblchecklist.4teachers.org/testing.php?idunique=3&max=6&checklist=14>
Fair Use Checklist
(<http://copyright.columbia.edu/copyright/files/2009/10/fairusechecklist.pdf>)
<http://educate.intel.com/en/TechnologyLiteracy/Explain/ResearchWritePresent/Mul>
Rubistar (<http://rubistar.4teachers.org/index.php>)
iRubric (rcampus.com)
Kathy Shrock (<http://www.schrockguide.net/assessment-and-rubrics.html>)
Copyright (<http://copyright.columbia.edu/copyright/fair-use/fair-use-checklist/>)
Copyright (<http://www.copyright.gov/title17/>)

Extended Learning Opportunities

University of Nebraska High School Media Conference and Competition
Nebraska Journalism Education Association Winter Contest
NSAA State Journalism Contest
NHSPA Critiques and Cornhusker competition
National Journalism Educational Association Conferences
Columbia Scholastic Press Association
National Scholastic Press Association
Nebraska Educational Technology Association

Professional Development Opportunities

Scholastic Broadcasting (<http://www.scholasticbroadcasting.com/>)

Community Links/Resources available

Radio Television Digital News Association (<http://www.rtnda.org/>)
Journalism Education Association (<http://www.jea.org>)
Nebraska High School Press Association (<http://www.nhsponline.org/wordpress>)
Student Press Law Center (<http://www.splc.org>)
Student Television Network (<http://www.studenttelevision.com>)
AP Stylebook (<http://www.apstylebook.com/>)
National Association of Broadcasters (<http://www.nab.org>)

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